

Learning Styles and Language Education

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Primary Styles/Flex Types

- Feeler
- Intuitor (watcher)
- Thinker
- Doer (sensor)

Feelers

- Show support and concerns
- Like to help others and believe we all need help at times
- Provide personal recognition for achievement
- Are empathetic and understanding
- Informal and personal
- Supportive
- Provide close personal relationships
- Are flexible and keep the door open
- Are not demanding
- Need regular personal contacts
- Do not push too hard for immediate action or change
- Are NOT suited for jobs that require precision, a great deal of analysis or fast action
- Are not good at making deadlines

Intuitors (watchers)

- Creative, visionary and able identify links among concepts
- Innovative problem solvers
- Long-term view of things
- Future-oriented
- “big picture” oriented
- Rely on an “intellectual approach”
- Are not action oriented
- Do not necessarily relate well with a variety of people
- Are not the “warm, touchy feely” types
- Are NOT aggressive, domineering or demanding
- Are NOT very pragmatic or “down to earth”

Thinkers

- Logical and well-organized
- Specific and detail-oriented
- Tie past results and present concerns with short-term future potential
- Stress facts, evidence, background and details
- Need explicit directions and adequate time to produce quality results
- Do not appreciate overly domineering supervision
- Do not like to cut corners to save time
- Do not work well in crisis situations which require quick decisions based on incomplete information
- Are not driven by emotional or sentimental stimuli

Sensors (Doers)

- Talk in result terms
- Are specific and to the point
- like to be commended for their energy, drive, competitiveness, quick actions, etc .
- Talk in terms of short-term plans, results or change
- Stress action plans with short-term deadlines
- Do not appreciate long, detailed meetings
- Do not generally focus on long-range objectives
- Are generally not overly organized, logical or rational
- Do not appreciate ambiguity
- Do not appreciate a great deal of information at once
- Do not generally dwell in the world of ideas and are less concerned with the question “why?”

Type 1 Learners (Reflective Experiencers)

- Perceive information concretely, process it reflectively
- Integrate experience with self
- Learn by listening and sharing ideas
- Imaginative thinkers who believe in their own experience
- Excel at viewing direct experience from different perspectives
- Value insightful thinking
- Work for harmony
- Need to be personally involved and seek commitment
- Are interested in people, culture
- Enjoy observing other people

Type 2 Learners: Concept Formulators

- Perceive information abstractly but process it reflectively
- Form theories and concepts by integrating their observations with what is known
- Seek continuity
- Need to know what experts think
- Learn by thinking through ideas
- Value sequential thinking
- Need details
- Like to critique information and collect data
- Thorough and industrious
- Enjoy traditional classrooms
- Find ideas fascinating
- Like certainty and are uncomfortable with subjective judgments

Type 3 Learners: Personalized Practitioners

- Perceive information abstractly and process it actively
- Integrate theory and practice
- Learn by testing theories and applying common sense
- Are pragmatists- if it works, use it.
- “down to earth” problem solvers who hate being given answers
- Like to get right to the point
- Have limited tolerance for “fuzzy” ideas
- Value strategic thinking
- Are skills oriented
- Like to know how things work
- Edit reality and cut right to the heart of things

Type 4 Learners: Experience and Application integrators

- Perceive information concretely and process it actively
- Integrate experience and application
- Learn by trial and error
- Are believers in 'self discovery'
- Are enthusiastic about new things
- Are adaptable and enjoy change
- Excel when flexibility is needed
- Often reach accurate conclusions in the absence of logical justification
- Are risk takers
- Are at ease with people
- Enrich reality by recognizing it and adding to it

Field Independence-Field Dependence

- Ability to distinguish parts from wholes
- Can concentrate on things regardless of what's going on around them
- Can analyze individual parts without being distracted by other variables
- Do well in “traditional” classrooms
- Tend to see the whole picture
- Focus on how parts fit together and the relationships among parts
- Generally more social-dependent and less competitive
- Prefer to learn via communicative, interactive methods

High vs. Low Tolerance for Ambiguity

- Tolerate ideas that run counter to their own ideas and beliefs
- More comfortable with unfamiliar and foreign situations
- More willing to engage in learning situations in which much of what's happening is beyond their comprehension
- Sometimes fail to relate the new with previously acquired knowledge and experience
- Reject ideas that run counter to their own ideas and beliefs
- Seek familiar situations or familiar characteristics in new, different situations
- Prefer learning situations which are within their grasp and dislike feeling overwhelmed by too much new information
- Sometimes fail to assimilate new grammatical patterns and words that don't make sense in their L1s

Left-Brain Dominance Right-Brain Dominance

- Intellectual
- Respond to verbal instructions, explanations
- Make objective judgments
- Patterned and structured
- Analytical readers
- Prefer talking and writing
- Prefer multiple choice tests
- Not sensitive to body language
- Like logical problem solving activities
- Rarely use metaphors

- Intuitive
- Respond to demonstrated, illustrated, symbolic instructions
- Make subjective judgments
- Fluid and spontaneous
- Synthesizing readers
- Prefer drawing and manipulating objects
- Prefer open-ended questions
- Sensitive to body language
- Favor intuitive problem solving
- Frequently use metaphors